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ABSTRACT

This paper traces an administrator's view of the changes necessary to make the community college a viable force in postsecondary education. First, problems and challenges facing the United States in general are reviewed, including rising illiteracy and dropout rates among the nation's high school students, increasing violence and crime in the society at large, the high rate of unemployment connected to the information age, and the shift from a state or national economy to a global one. Next, areas of unresponsiveness and rigidity in the nation's two-year educational system are examined, with respect to an adherence to the traditional summer vacation schedule, a tendency to keep the status quo in teaching methods, a lack of responsiveness to individual students' needs, and a tendency to lose sight of the value of quality control. In the context of these problems, 10 key areas in which community college educators should work for change are presented. Among the areas included are the need for an exploration of alternative sources of income for research and development, a reexamination of instructional and scheduling methods, the utilization of existing technology to better inform and serve students in the areas of registration and data dissemination, and the creation of an atmosphere on campus that welcomes change and creativity. Finally, a brief discussion is provided of the development of an education center in the North Orange County Community College District. The center will consist of both entrepreneurial activities to provide funding for research and development, and an adult educational facility, utilizing a general education core curriculum as well as alternative instructional delivery strategies. (JMC)

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REDEFINING THE COMMUNITY COLLEGE FOR THE YEAR 2000.

LYNDON E. TAYLOR

SEPTEMBER 5, 1989

NOTE: Paper presented to the faculty of Skyline College as part of opening day activities, San Bruno, CA, September 5, 1989

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The following is a talk presented to the faculty of Skyline College as a part of their opening day activities, on Tuesday, Spetember 5, 1989. Presented by:

Dr. Lyndon E. Taylor
Assistant Chancellor,
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SKYLINE TALK

It's a pleasure to be here with you today, and to share with you some thoughts on education as a function of our society, the learning process, problems we are currently facing as educators and as citizens, the future, and the process of change.

I should tell you at the onset that I am not a "traditionalist" in education...I firmly believe that change is both indicated and necessary if community colleges are to remain as a viable force in post-secondary education. I further believe that research and development are two of the key activities that must be promoted if we are to survive.

My approach in this discussion will be to first review what I believe to be some pressing problems that exist today in our society, then turn to our educational system to examine areas of rigidity that are in need of review, I will then suggest some changes that would seem appropriate, and finally, I will give you an example of how all of these changes can be rolled into the educational planning of one institution.

As we approach the problems currently facing our society, certainly no one of them is of greater dimension or more at the heart of a host of other problems, than is education.

Let's begin this discussion with a review of the major trends we are currently facing in the State of California and beyond:

1. **OUR EDUCATION SYSTEM FACES GRAVE CHALLENGES:**

   At the present time approximately 30% of the students that enter the ninth grade do not complete their high school education with their entering class. Yes, some complete in other ways, but for them the pattern of education is broken early...and there is created an adult learner problem.

   Nationally, the drop out rate for urban blacks and hispanics approaches or surpasses 50% in many cities.

   Illiteracy rates for hispanic and black teens run 56% and 44% respectively...

   Current estimates of general population illiteracy run between 10 and 20%...

21% of entering elementary school students are classified as "difficult to teach" with some degree of learning disability hampering their progress...

And 50% of urban students at all levels have a serious reading problem...

In the education profession, there will be a need for 200,000 new teachers each year for the next five years...while at the same time teacher training institutions reporting that they anticipate training half that number over the same period of time. Less than 12% of our college students are pursuing teacher training.

We also recognize that 20% of all first year new teachers quit the profession after their first year...and 25% will leave in the first five years, deciding to do other things with their lives, other, that is, than teach.

There are other problems as well...In a recent examination, two out of three high school juniors didn't know in which century the Civil War was fought...20% of high school graduates can't write a simple one paragraph letter of application for a job...and only 5% can figure out a plane or bus schedule.

We are literally graduating 700,000 students per year who can't read their graduation diplomas...and another 700,000 are dropping out before reaching that point.

A recent study of young working people found that 20% of them read below the 8th grade level.

The literacy situation is so bad that 3 out of 4 U.S. corporations are forced to train new workers in basic reading, writing, and arithmetic.

American companies annually spend over $210 billion per year in employee training ...all of American education spends $238 billion! Why are they spending nearly as much as we are?

Now...Contrast these conditions with the fact that we find ourselves in the midst of an information explosion, where knowledge and the ability to gain knowledge is the key ingredient to individual success...Consider also that we are in the midst of a technological revolution where we are witnessing and will continue to witness a decline in the smokestack industries and where the era of the factory worker is forever behind us. Gone are the days when large numbers of people can make a good living with less than a high school education...in fact it has been estimated that less than 2% of the new jobs in the next two decades will require only a high school education.

Furthermore, We are seeing more and more the use of the computer and computer literacy and competency as a prime prerequisite for success.

2. **OUR SOCIETY IS ROCKED WITH VIOLENCE AND CRIME:**

A child born today has a better chance of dying by violent means than a soldier in world war II.

And as for DRUGS, you know all the statistics on that one...and if you honestly believe that our Nation has declared war on the drug trade...talk to any law enforcement officer! I recently heard a former drug investigator from the New York Police Department state that if our so called war on drugs was a boxing match it, would have been stopped, because the good guys are getting so badly beaten-up!

Incidently, our state ranks

...State rankings: (California is...Nationally)
- 6th in murder rate (L.A. areas average= 2+ times State's)
- 3rd in rape
- 4th in robbery
- 26th in prisoners
- 7th in divorce
- 7th in syphilis (although San Francisco is #1 for cities)
- 19th in traffic fatalities per mile
- 13th in gonorrhea
- 44th in percentage of voters who actually vote

3. At the present time, the State **POPULATION IS GROWING** by an estimated 600,000 people per year...and half of that number are immigrants.

Changes in POPULATION DENSITY, more and more people are filling our cities (today the population of Los Angeles is over 1,000,000 people greater than the 1940 population of California).

This will mean 400,000 more students by the year 2005, which will mean more colleges and centers while older colleges have aging facilities.

4. Our **STATE'S POPULATION IS GROWING OLDER**...At the present time, the 35-54 age cohort is the fastest growing group within our society.

This will mean we will be enrolling students whose needs differ from those of the 18-25 year olds...desiring off-campus classes with more flexible hours.

5. Our **SOCIETY IS BECOMING MORE ETHNICALLY AND CULTURALLY DIVERSE**...40% of our population is now minority and by 2005 50% will be minority. Many of these individuals will be immigrants and many will have special educational needs.

This will mean more basic skills education, more ESL offerings, and a greater diversity of educational services.

6. **SOCIAL CHANGE:** There are fewer traditional families...more single parents, increasing teenage pregnancy, more divorce.

   A child born today has better than a 50% chance of being raised in a single parent household...and each day in the United States 40 teenage girls give birth to their third child.

   Child care, special concentration on teaching of values and ethics formerly taught in the family structure, a greater need for a strong general education program.

7. **DISABLED SERVICES:** More disabled members of the population. Currently 10% of the population and rising.

   Special facilities and educational opportunities for these students.

8. **FEWER HIGH SCHOOL GRADUATES** until the year 1992. The population is experiencing a decline in the number of 15 - 18 year olds, and fewer members of this group are graduating from high school.

   At the community college level, we are increasingly seeing part time students...women...reentry students...and older students. The average age of students is currently over 27 years, and over 65% of our students are part time...with over 40% taking less than 6 units. While not unfavorable trends, each does present new challenges to us.

   This will compound the trend toward more part-time students, fewer full time students, fewer transfer students, and more occupational students.

9. Our economy is likely to remain strong, but the impact of the information age is likely to produce a **HIGH RATE OF UNEMPLOYMENT**.

   Predictions call for a higher unemployment rate than in the 1960's, with a return of older students to the community colleges for retraining and upgrading of skills.

   There is a serious problem that has already emerged and is likely to get worse...we are rapidly moving toward a two-class society, not the "haves" and "have nots" of by-gone ages, but the "knows" and "know-nots" of our present information age. We have, on the one hand, an exploding information base, where knowledge in some fields is doubling every three to five years, we have technological devices that are increasingly replacing manual labor, we have computers commonplace in every facet of the operation of business, industry, and homes, we have computer literate individuals capable of doubling and tripling their productivity through the use of such devices...and on the other hand we have a sizeable group of people who are illiterate, who cannot read a simple instruction to heat a cup of rice...who

most certainly cannot read a newspaper or book...and cannot begin to read a complex set of instructions to do anything...we have a decline in jobs requiring only manual skills, we have 30% of our students who enter high school not completing it, we have rising welfare costs, we have street people wandering our Country aimlessly. In brief, we are currently developing a class of people who are not only unemployed, but unemployable! There are massive dimensions to this problem.

10. A **CHANGING LABOR FORCE**...older workers, more women, more minority workers, more immigrants, and more disabled.

    Current predictions are that 29% of the net growth in the workforce in the next 15 years will be filled by minority workers...yet we have already said that half of these potential new workers are currently illiterate. At present 46% of black males over 16 years of age are unemployed.

    A change in our vocational education programs, in instructional delivery, and in the ways in which we prepare students for our occupational programs.

11. A **GLOBAL ECONOMY**, rather than a State or National economy.

    Los Angeles is currently the #2 port in the world and the Pacific Basin represents one-fourth of all U.S. trade. There is a need to develop more cross-cultural, international trade, language, and area-specific skills courses.

    In global economics, there have been vast changes in our nation's position...

    ...In 1953:

    The U.S. had 44% of the world's economic product

    Our economy was 8 times larger than Japan's

    We produced 80% of the world's automobiles

    Our students received the highest test scores in the world

    ...In 1986:

    There was a $2.5 trillion Federal deficit

    We were the world's largest debtor nation

    Productivity sank to the lowest growth rate in the industrialized world

    Our students now rank in the bottom third in educational testing

12. More **CAREER CHANGES** due to technological change. Sales and clerical jobs are increasing, crafts and labor skills are decreasing.

    By the year 2000, 3-4 million workers will need to be retrained every year due to job changes and phase-outs of former occupations...yet the massive industrial layoffs of the period from 1979 - 84 taught us that fully 20% of those laid off workers were not immediately retainable due to literacy problems...talk about problems...this area alone represents a massive one!

    Consider also that it is currently projected that the average worker will change occupations five times in their working career...gone are the days when an individual can acquire a lifetime's amount of knowledge in the early years and depend upon this level of learning to carry them throughout their lives...lifelong learning is a fact of life today!

    More retraining of present workers, and a greater emphasis on education to prepare individuals for change.

Make no mistake about it, in our local, State, National, and international society the single most important word is CHANGE

THE EDUCATIONAL SETTING:

In the face of all of this, what have we been doing as educators?

1. We have offered educational cafeterias, where students can pass through the lines and place this course and that course on their intellectual "trays" with absolutely no guarantee that they will sit down to the balanced diet which will fortify them for the rigors of their future life...

2. We have taught students as if they all learn in the same way and at the same rate...yet we know from learning theory studies that this clearly is not true...in this regard, we often lecture to students, even though we know this is a poor learning strategy for many people, and can devise a number of methods that are clearly superior...

3. In our educational programs we run classes for a set period of time and grade students with A's, B's or C's on how much knowledge they acquired in our preconceived learning period...WE MAKE TIME THE CONSTANT AND LEARNING THE VARIABLE...in place of making an amount of learning the constant and time the variable...which would permit students to move forward in their education at their own pace...

4. We have done research on the impact of cognitive style on both teaching and learning, yet after all of our testing we make little effort to provide alternative ways of learning the same body of material using the variety of instructional delivery strategies currently at our disposal. The learner who does best in an independent study mode can thus be provided with an alternative instructional delivery strategy that will depend heavily on the student's independent learning style...for the student who learns best in small groups, we can have an alternative delivery style that will permit this strategy to be employed...for the student who learns best in a lecture format, we can provide that...and so on.

5. We schedule our yearly academic calendar in such a manner as to free up the summer so that our students will be free to "work in the fields and harvest the crops"...that was the original reason behind the so-called summer vacation...in so doing, we have totally ignored the fact that in many areas the crops aren't there! We have also ignored the fact that our society has moved from an agricultural base, through an industrial base, and is now in the midst of an information-based society! This is a perfect example of how our tradition in education has controlled our actions...now some of us KNOW there aren't a lot of crops in the area to harvest...but we act like there is because it's our tradition to do so!

6. Status quo. If a time traveler from the year 1920 could suddenly appear on our 1989 scene...where do you think he or she might be the most comfortable? Not in our automobiles, not in our business offices with the high tech equipment, certainly not in our medical facilities,...most likely in our classrooms! Wander down the hall of a majority of the educational institutions of this Nation and I'd be willing to bet you don't see things being done much differently than our traveler would have seen in 1920...Oh, the clothes are different, and so are the decorations...but are the methods?

   I submit that our status quo philosophy in a changing world amount to going backwards...education should be a cutting edge activity, I do not believe we are!

7. Traditionally we expect that students will come to us and participate in what we have to offer without an appreciable effort on our part. This intrinsic value of education mind set that we share has done us little good in this current age of high tech marketing. We have a terrific Board member in North Orange County who frequently reminds us that, "tap dancing in the closet does no one any good"...her point being that if students don't know all of the good things we are doing, they can't benefit from them and we can't benefit from their presence! Marketing is not a bad word...neither is it beneath our dignity nor a process that is incomprehensible to us.

8. We look upon research as a means of determining how many "A's", "B's", and "C's" we give in our courses, how many weekly student contact hours we generate, and how many students passed through our doors this year as

compared with last year. We do not consider it the primary pathway through which we gain information on the effectiveness of a new teaching method, or to capture the current employment, education, and economic trends of our society. In times of economic hardship, research is frequently the first area we cut back, and the last area we reinstate. Instead of intensifying research activities in times of difficulty, instead of depending upon making research and development activities a key to our future, we make them a descriptor of what we have done in the past. I call this form of research "reactive"...we use it to react and describe what has occurred in the past...but research can also be "proactive"...it can predict, it can capture trends, it can point the way to the future.

9. Finally, we frequently lose sight of the value of quality control. In our mad dash to bolster enrollments, there is always the temptation to ease off on quality, to make things a bit easier, and to gain what we might call "customer satisfaction" through the channel of producing less stress in the learning process. This is a nice way of saying we sometimes are tempted to reduce the rigor of our academic offerings to attract more bodies into our classes. I would submit that such "triumphs" are short lived, they may attract and retain more students for the moment, but in the long run we are compromising both our standards and the futures of our students. Quality control means we care about the end product we are producing.. it means we are dedicated to the concept that our students must be stretched in the learning experience, not permitted to glide through on a well-oiled track. Students cannot be permitted to be passive receptors in our classrooms, but must be directed to become active aquisitors of knowledge. In today's rapidly expanding information age, we cannot hope to teach, nor students hope to learn, all of the information that is available in any field of knowledge. What we must teach, and teach well, are general principles, how to extract knowledge by ones self, and the joy of acquiring an education. We must put back into the educational process challenge, motivation, and enthusiasm.

   No one has ever said that acquiring an education is easy, it isn't, but everything points to the fact that it is clearly the only road to the future...and we must show the way to that road.

If we assume this background as the societal and educational context in which we find ourselves...the question then becomes how do we extract ourselves from the status quo condition and put education in general, and community college education in particular, at the forefront of the phenomena of change?

I believe there are ten key areas where we, as community college educators, need to concentrate our attention to create an atmosphere of change necessary to meet these challenges.

1. We need to explore alternative sources of income that will permit us to direct money to research and development activities. These sources will vary according to the resources of the college in question, but a fresh approach in this area is clearly needed. Please do not misconstrue this to mean we should merely "throw money at our problems, American education is full of bad examples of how this doesn't work...while money is one of the keys to our problem, it is not the total answer.

2. We need to reexamine the way in which we schedule classes...times have truly changed, and the era of the M-W-F class that meets from 9-10 is gradually disappearing.

3. Similarly, we must re-examine the ways in which we deliver instruction to students. The traditional lecture method is not the only way to communicate information, and for many students, is not the best method.

4. We need to provide students with alternative ways of acquiring the same body of information. Traditional classes, independent learning, television, are but a few of the ways we can implement diverse instructional delivery.

5. We need to provide an easier method of student registration in our classes and programs...aside from long registration lines and cumbersome procedures that may require them to come to our campuses three or four times to register for one or two classes. Registration by touch tone phone should be widely utilized in this regard.

6. By utilizing existing technology, we can provide students with a broad range of telephone services including information, grade reports, schedules, and related data.

7. We need to utilize research in such a manner as to provide us with reasonable projections to permit us to be on the cutting edge of our society and to lead rather than follow.

8. We must encourage able faculty to use the full power of their creativity to find new ways of improving their course content, direction, and instructional delivery.

9. We must build an atmosphere on our campuses that welcomes change and creativity, and selects against the status quo. This concept extends from the psychological environment we establish as faculty and administrators to the physical plant. It should now be apparent that in our rapidly-changing world, we simply cannot afford to stand in one spot for too long a time. As I have suggested, building this atmosphere also means building buildings that are capable of being easily modified as our instructional programs change. Form must follow function in educational facilities planning, and as function changes, the facilities must be capable of easily changing with it. We must never again find ourselves in a position where an instructional program is restricted by a physical environment.

10. We must establish an administrative environment that is open, participatory and where every involved professional feels ownership in both our successes and failures. It is only through this process that we will achieve the spirit of teamwork and further encourage the maximum level of contribution to the institutions we serve.

What I have laid before you is a broad blueprint...my feeling is that we need to implement some broad changes in all levels of education if we are to survive as a nation.

And just in case you're still not convinced of the truth of what I have been saying...that change is vital to the survival of our educational system...let me provide one final...painful...example that will make my point...

Consider our competition...the proprietary schools in our area...we might ask why some are growing by as much as 20% per year, offering many of the same programs that we offer...I believe we can find this answer in three primary areas of student concern...

1. They deliver instruction in more rapid time frames than we do...requiring students to attend class for more hours per week...but for a shorter number of weeks than we do...

2. They virtually guarantee placement in jobs upon completion of their programs...they have highly proactive placement services...

3. They do a far superior job of marketing than we do...and they spend more money on this process that we do...

The mere fact that students are willing to spend literally thousands of dollars of their money to receive in six months what they would get from us for under $400 in two years is proof of what I am saying.

We have to look at what they are doing and what we are doing!

Community colleges find themselves with demands to deliver first-time training, retraining, remedial education, transfer education, general education, and a host of community service activities. We have assumed social service functions, recreational functions, avocational functions, and cultural functions.

I'd like to return to the money issue...because we spend a lot of time talking about it...and because there is an intimate relationship between the money and creativity...I'll also tell you about a plan that I am implementing to do many of the things I've been discussing with you today...

As community college educators, we are presently being called upon to devise new methods of solving the special problems of the illiterate, the immigrant, the worker needing retraining, the student with learning difficulties, the reentry student...while at the same time continuing our efforts working with students in our transfer, occupational, general education programs.

...but all of the demands that are currently being placed on our educational system are emerging concurrently with an economic environment that is less than favorable to increasing the costs of educational delivery. All of you are well aware of the financial constraints that are facing you on a day-to-basis. You are equally convinced that to try new ideas in education frequently is impossible because of a lack of funding for research and development activities...and to try new ideas also means the potential of tampering with the income base of the institution or system if the new idea doesn't work. We are paid primarily on the basis of the enrollment-based income we generate...and if we try new ideas we place at risk the ability to maintain a predictable income stream and all of the basic operational support it provides...now the administrators among us today are extremely sensitive to the fact that they have more places to spend money than they have money, and to risk in one area means to place at jeopardy something else. The faculty among us may have experienced the interest in starting a new class, or trying a new method of instructional delivery, and may have convinced an administrator to let them try it...then something went wrong and instead of filling a class they were faced with two or three students, a cancelled class, and a reassignment to a night class as a part of their load, or another less desireable load compensator.

Looking at just this phenomena, what have we done to the creative process within this hypothetical instructor? We have sent a message to him/her that if you want to try something new, and it doesn't work, you'll pay the price! Contrast our innovative instructor with the person next door who has taught the same class in the same way for ten years, never varying and never trying anything new...how would we describe his teaching schedule? Predictable... consistent... convenient... orderly... and comfortable. How would we describe the schedule of our innovator? Unpredictable...inconsistent...inconvenient...disorderly... uncomfortable...and genuinely painful!

What "message" have we sent here to the creative faculty members? During my doctoral study at Claremont Graduate school I had the opportunity to study under Peter Drucker....one of the things that he repeatedly said is, "Organizations get what they reward."

Let's consider that for a moment....what is the educational process rewarding? What are they getting?

But we can't forget the problems of our dear friends the administrators who have a real and legitimate need to balance the books...keep the lights burning..,.and provide us each with a palatable pay check. And we most certainly can't forget the need for research and development activities within our colleges. How do you resolve these two things?

Here's how I believe it should be done...and in fact here's how I am currently in the process of doing it!

Let's start with the concept that we need money that we can use for a variety of innovative activities...risk capital...we clearly are in need of "risk capital"....where to find it is the question!

I'd now like to tell you about a project for the development of a new kind of education center that embodies many of the principles that I have been discussing. In the District where I am, we have two operating community colleges, Cypress College, and Fullerton College...and 190 acres in another part of the District. This 190 acres has been owned by our District for about twenty years and has a small adult education facility on it, but nothing else. Two years ago I went to the then Chancellor, and said I had an idea for an innovative program that would attract a new group of students and that I would like to bring together some faculty risk-takers and start an educational center. Well, you can guess what happened, he said it sounded like a good idea, but we didn't have any money! I asked him if I could have the use of the 190 acres for this project...he said yes, as long as I didn't spend any of our money...I asked him if I could do anything I wanted out there on that site...he said, yes, as long as I didn't spend any of our money. I asked him if I could do new and exciting things on that site...he said, yes, as long as I didn't spend any of our money.

That was all I needed!

To make a long story short, I gathered about me a couple of faculty members who were as intent as I was on breaking out of the mold and we started figuring out what we could do with that site that wouldn't cost the district any money but would allow us to conduct the educational program we wanted to conduct. We talked to literally a hundred people...we filled a computer with profit and loss statements from businesses...and we developed a plan!

Our plan calls for the development of entrepreneurial activities on part of our 190 acres and an educational facility on the other part. We decided that our entrepreneurial activities should be of sufficient quality and standards to not reflect harmfully on the reputation of the district or the center we were establishing, or be of such nature as to permanently tie up the land they were occupying. What we came up with, and what is in the hands of architects at this moment is a plan, that will combine business activities with educational activities, will meet the criteria we established, and will yield between one and two million dollars of income per year.

We will then dedicate this money to the operation of the center and the promotion of research and development activities in community college education.

Think of it...

A public community college education center independent of tax money, ADA, grants, or other funds with "strings"!

With the money lined up, we next turned to the instructional program...we decided upon the following:

1. An instructional schedule based on five week scheduling blocks...students will take a new class every five weeks, around the calendar...no summer breaks...this will permit bright, dedicated students to complete their AA degree in just over one year...taking two classes each five weeks. Think of this schedule as "perpetual summer school".

2. A general education core curriculum, where courses are inter-related and where the cafeteria is gone, but where we are serving a balanced instructional multi-course dinner.

3. Occupational programs that will prepare students for employment in as short a time as five weeks. Proprietary schools look out!

4. A dedication to faculty research and development activities where it will be possible for faculty to take a one year leave from their teaching activities to pursue full time instructional research at their full salary.

5. A total commitment to quality education, where faculty teams will self-evaluate and compete with each other.

6. A building plan where we will develop the college in 2000 student modules that will feature faculty disciplinary teams. Laboratories will be housed in a separate, laboratory service facility.

7. Buildings that will be constructed to maximize flexibility....no internal bearing walls means we can change the configuration of rooms and offices....this means buildings that will be built to change, not to remain as monuments to the past.

8. Alternative instructional delivery strategies and technology delivered instruction will be encouraged. We are even planning college courses that students will pursue in their cars while commuting to and from work.

9. By employing alternative instructional delivery strategies, we can also employ another valuable concept...like the patient coming to a physician, the student can come to a counselor for an educational diagnosis...and with the development of alternative instructional delivery strategies, the counselor will be able to prescribe proper learning strategies in keeping with the individual learning style of each student that will both remedy weaknesses in the student's background and provide additional learning that will direct them toward their future goals.

10. An administrative structure that will be in the town meeting format. Where all participants have an equal voice in matters of campus operations.

11. A research-driven institution. A vital component of our planning process will be research on the external environment, specifically in the areas of demographics, economics, employment, and education.

This activity is currently being pursued on our Yorba Linda campus...you'll be hearing a lot more from us.

Both this analysis and the indicated changes are painful...it means learning new methods, turning our thinking in other directions...changing roles for many of us...for example, I see the instructor of the future becoming the manager of the educational process rather than a dispenser of information...this is a big change, and threatening! But we have a great obligation in education, and our society has a great need for the services that only community colleges can deliver. We are the only hope for many people who are seeking an education...people who, for a variety of reasons have not done well in their prior educational opportunities, for those who need remedial assistance, for those seeking occupational training, for those who need retraining, for those who cannot afford the mounting costs of private education, and for anyone else who can profit from our services.

Education clearly needs a "turn-around" in both the way it does things and the way in which it generates an income stream...

...all of us can agonize about lack of funds, how much better the Japanese educational system is than ours, how far our National tests scores have fallen, the amount of time that our students spend in front of television sets, and how we can't get started until someone else dumps money in our laps

...but those who do this are merely immersing themselves in the reactive mode...don't allow yourself to fall into this "box"...we can't afford it! ...we must proactively seek our own solutions to these problems...and like a business that is in trouble, think and then act to get out of our problems. We must find creative and innovative solutions to our problems and must find them within ourselves, not others. We need to seriously consider our instructional delivery strategies...our scheduling concepts...and find alternative sources of sufficient income to make all of these changes a reality.

To make education work we've got to have the best people we can find...free to devise the best plans they can devise...depending heavily of proactive research to direct them...and counting on the work of the educational administrator to find ways to facilitate the process through financial, and emotional support.

Our society has never needed us more...and the opportunities for a significant contribution to the lives of our many communities has never greater.

I remain confident that we can meet these challenges...and the time to get started was yesterday!

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